

GOV 366L: International Development & Global Justice, Spring 2025, 38535

Department of Government, University of Texas at Austin

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1 Instructor Information

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Office hours: Tues 9:30–12:30 & by appt

Office hours signup: [\[link here\]](#)Findley zoom: [\[link here\]](#)

Class location: UTC 3.124

Class day/time: MW 11:30–1:00

TA: Emeka Ohajionu, BAT 1.118

TA zoom: [\[link here\]](#)

TA office hours: W 2–3:30 & Th 3:30–5

TA office hrs signup: [\[link here\]](#)

2 Course Overview, Format, and Objectives

This course examines the complex and multifaceted topic of international development, focusing on the challenges and opportunities faced by low- and middle-income countries. We will address some of the most pressing questions in this field:

- What is development, and how can it be defined and measured?
- Why do some nations achieve prosperity while others struggle with poverty and inequality?
- What roles do history, geography, culture, institutions, and external influences play in shaping development outcomes?
- How can we promote sustainable and inclusive development in a world marked by rapid change and persistent inequality?

The course is designed to encourage critical thinking about these questions while exposing students to a variety of theoretical frameworks and empirical evidence. Readings and discussions will draw from multiple disciplines, including economics, political science, history, sociology, and anthropology, to foster an interdisciplinary understanding of development. Special emphasis will be placed on political economy and the role of institutions in shaping development trajectories.

Through lectures, readings, and class discussions, we will explore diverse case studies from Africa, Asia, Latin America, and beyond. The course also seeks to connect academic debates with real-world policy challenges, including climate change, migration, trade, and international aid.

By the end of the course, students will have a deeper understanding of the forces that drive development and underdevelopment, as well as the tools and approaches used by governments, international organizations, and civil society to address these issues. This course is an introduction to the field of international development and provides a foundation for further study or careers in this dynamic and critical area.

3 Requirements

3.1 Required Readings

There are two required books for the course. Other articles will be placed on Canvas and you will also be responsible for them. Please note that I will alter the readings from time to time including

adding, dropping, and reorganizing. I will give you advance notice when this is to take place.

- Banerjee, Abhijit V. and Esther Duflo. 2011. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. PublicAffairs.
- Blattman, Christopher. 2022. *Why We Fight: The Roots of War and the Paths to Peace*. Viking.

You should also plan to follow world news on a regular basis by reading, for examples, the *BBC* or *New York Times*.

3.2 Syllabus

Each of you needs to confirm (on Canvas) that you have read through the syllabus and that you understand all that is required of you. This is required and you must complete it by January 22.

3.3 Attendance and Participation

Attendance and participation are worth 15% of your grade. The pop quizzes are worth another 15% of your grade.

I expect all students to attend class regularly. On many days, we will spend a few minutes writing about various topics from the text or lecture. Frequently, you will hand in these writings for credit. These writing activities will enable us to think critically and they will also guide some of our discussion. On other days, we will have pop quizzes on the readings. I also encourage you to ask questions and make germane comments *at any time* during class. Furthermore, finish the assigned readings *by the date* they appear in the syllabus. Read critically and be prepared to comment on the readings in class.

3.4 Assignment: Trends in International Development

Students are required to complete one writing assignment to analyze key trends and patterns in international development. This paper should help students understand global disparities and development outcomes, as well as some underappreciated facts about development. The paper should be no more than 7 pages in length (single-spaced; 1-inch margins; 12pt font; not including tables/figures/references). This assignment is worth 15% of your grade and is due on April 16.

For this assignment, you will use a dataset to conduct basic data analysis on global development. A dataset, such as the *World Development Indicators (WDI)* dataset from the World Bank or the *Human Development Index (HDI)* dataset from UNDP, will be provided on Canvas.

Using the dataset provided, obtain the following information and include it in your analysis:

- How is development defined and measured in the dataset?
- What are the main variables available in the dataset (e.g., GDP per capita, literacy rates, life expectancy)?
- Which country (or countries) have the highest and lowest HDI or GDP per capita, and what is the global average?
- What are the average levels of literacy rates and life expectancy globally?
- Which region has seen the largest improvement in a key metric of development (e.g., life expectancy) over the last 20 years?

- Examine how at least two development indicators (e.g., poverty rate and school enrollment) have changed over time for a specific country or region.
- Identify and describe three significant global patterns or trends in development from the dataset.
- Discuss what you expected to see in the data versus what you found. Why do you think the patterns you observed exist? How do these trends align or conflict with common narratives about development?
- Identify three possible causal research questions related to international development that you could address using this dataset (e.g., “What is the impact of education spending on literacy rates?”).

Your paper should include:

- Tables and figures: Include graphs or tables to display the trends and patterns clearly.
- Discussion: Explain your findings and reflect on their implications for global development.
- Research questions: Provide three well-thought-out causal research questions.

Tips and Resources:

- The dataset will be posted on Canvas. You are welcome to explore additional datasets, such as the World Bank Open Data or the UNDP Human Development Reports, but be sure to clear this with the TA.
- Use Excel, R, Python, or Stata to analyze the data. Basic instructions for using these tools will be provided in a workshop.
- Reach out to the TA or instructor for feedback if you submit a draft at least one week before the due date.

Your assignment will be graded based on the following criteria:

- Clarity and depth of analysis (40%): How well do you describe the dataset, trends, and insights?
- Use of evidence (30%): Are tables and figures used effectively to support your discussion?
- Critical thinking (20%): Do your reflections and research questions demonstrate engagement with the data and development issues?
- Presentation (10%): Is your paper clear, well-organized, and professional?

The assignment is worth 15% of your final grade and is due on April 16.

3.5 Presentation

In addition to the writing assignment, you will also give an eight-minute oral presentation with other members of the class. You will present on a specific development context, highlighting both the descriptive background as well as analytical insights based on the reading materials from class. You must turn in a detailed outline/paper (3–4 pages) summarizing your presentation and also prepare a one-page digital handout for other students. *This is due at least two days prior to your presentation.* You will be graded on the paper, the presentation, and on a peer evaluation. This assignment is worth 15% of your grade.

1. Presentation dates: Sign up for a presentation date sometime during the semester.
2. Candidate development contexts for presentations
 - Development failures (e.g., Central African Republic)
 - Development successes (e.g., Botswana)
 - Vicious war-underdevelopment cycles (e.g., DRC)
 - Specific sectoral development (e.g., transportation in Rwanda)
 - Feel free to check with the TA about others
3. Substance of the presentation:
 - Describe the background to the development context (briefly!).
 - Analyze how the current class material applies.
 - Discuss other potential explanations outside of what the direct readings discuss.
 - Pose questions to the class for discussion.
4. Logistics
 - Eight-minute presentation followed by four minutes of class discussion. I will enforce the time limits.
 - Prepare a total of five slides (Suggested slides: historical background, current context, challenge/success, explanation, and relation to course material).
 - Distribute a one-page handout (digitally on Canvas).
 - Turn in 3–4 page outline/paper to me ahead of time.
 - Afterwards (within 48 hours), independently post a peer evaluation of your group to Canvas.
 - The presentation is worth 15% of your grade.

3.6 Exams

The midterm and final exams account for 55% of your final grade (25% for the midterm and 30% for the final). Both exams will consist of multiple choice and short and long essays. Closer to the exam dates, I will hand out more detailed information about preparing for, and taking, the exams. The exams will take place in class (Mar 5 & Apr 28) and **you must bring a blank blue essay book**, which can be purchased at the University Co-op.

3.7 Schedule of Important Dates

Date	Assignment	Time	% of Grade
Jan 22	Email the TA about syllabus		Req.
Mar 5	Midterm Exam	In Class	25%
Apr 16	Writing Assignment	Canvas	15%
Apr 28	Final Exam	In Class	30%
	Attendance/Participation	In Class	15%
	Oral Presentation	In Class	15%

4 Course Policies

4.1 Make-up Exams and Assignment

No make-up exams or quizzes will be given unless either prior consent is obtained from the instructor or a valid excuse is obtained according to university guidelines. I will consent to give makeup exams only in the case of a documented emergency or some other commensurate event.

Papers arriving late (i.e., later than 5 minutes into the class period) will be subject to a 1/3 grade reduction. For each successive late day, your grade will be reduced by 1/3 each day (i.e., an *A* will be lowered to an *A-* on the first day late, an *A-* to a *B+* on the second day late, and so on).

4.2 Assignment of Grades

Grades are assigned on the following scale: *A* = 94–100; *A-* = 90–93; *B+* = 87–89; *B* = 84–86; *B-* = 80–83;...*F* = 63 or lower. If you have a complaint about how your exam (or paper) was graded, I am happy to take a second look. You must type a formal appeal addressing the problem and explain clearly what you originally wrote, why you wrote it, and how you think your original response correctly answered the original question. Additionally, you must turn in the original exam (or paper) along with your typed appeal.

4.3 Online Resources

The syllabus, all grades, paper topics, lecture outlines, and more will be posted on Canvas. Although the lecture outlines will be posted here, do not assume that this exempts you from taking notes in class. The outlines will facilitate your note taking, but will not provide sufficient detail from which to study for exams.

4.4 Academic Integrity

UT students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct. Students are expected not only to be honest but also to assist other students in fulfilling their commitment to be honest.

While students should make a general commitment to proper academic conduct, there are still specific skills most students need to master over time in order to correctly cite sources, especially in the age of the internet, as well as deal with the stress and strain of college life without resorting

to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers.

Writing submitted for credit at UT must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit a writing lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current *Harbrace College Handbook*, the *MLA Handbook*, and James D. Lester's *Writing Research Papers*.

Please also see the University Honor Code site for more information at:
[Link here].

4.5 Classroom Civility

Regrettably, a handful of students occasionally demonstrate insensitivity to other students and to instructors by disrupting classes unnecessarily. Arriving late for class, reading newspapers in class, packing up bags prior to the end of class, and cell phone use are all disruptive activities.

Browsing the internet, checking email, and playing games on laptops are also inappropriate in class because you should be listening and participating. Certainly, taking notes on a laptop is appropriate, but do not waste your time or mine by getting distracted by other activities on the web. In calculating the attendance and participation grades I will take into account whether you spent your time engaged in the discussion/lecture or whether you were distracted with other activities.

Moreover, I will not tolerate incivility of one opinion to another. It is exciting and healthy to exchange a diversity of opinions, but in no case should anyone demean another because of his or her viewpoint. If you have any questions about what classroom civility entails, please contact me.

4.6 Sharing

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without my explicit, written permission. Unauthorized sharing of materials may facilitate cheating. The University is aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity] in the Office of the Dean of Students. These reports can result in initiation of the student conduct process and include charge(s) for academic misconduct, potentially resulting in sanctions, including a grade impact.

4.7 Sensitive Content

In studying international development and global justice, we will encounter some sensitive content at various points during the course. Those topics may include the following: war, structural violence, and discrimination. Some of the material is emotionally and intellectually challenging to engage. Some content may be particularly sensitive. Because I am not a mental health professional I do not understand all possible conditions that could be triggered, so if I need to be aware of any personal circumstances, please provide an SSD accommodations letter and I will be happy to adjust as possible. To the full extent possible, I will provide alternative readings, assignments, or discussion opportunities to adequately accommodate. More generally, I will do my best to make space for thoughtful, respectful, and meaningful discussion of difficult content each class session, while balancing the weightiness of the topics, including when possible advance notice of material that is more sensitive than usual for a course on development. Students with concerns related to these topics may wish and are encouraged to consult the UT Counseling and Mental Health Center: <https://cmhc.utexas.edu>, or another organization that provides suitable support. (Some of this material adapted from <https://sites.lsa.umich.edu/inclusive-teaching/>).

4.8 Other Policies

Access: The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). Please refer to D&A's website for contact and more information: [Disability & Access]. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Religious Holidays: By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Emergencies: Please also see the following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, [Link Here]. 1. Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. 2. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. 3. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. 4. In the event of an evacuation, follow the instruction of faculty or class instructors. 5. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office. 6. Behavior Concerns Advice Line (BCAL): 512-232-5050. 7. Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency.

Family: I am not aware of an official university policy on children in the classroom. The following is an attempt to insure family friendliness while also maintaining a proper learning environment. [I borrowed heavily and adapted these policies from Melissa Cheyney's syllabus. Link here] 1. All exclusively breastfeeding babies are welcome in class as often as is necessary. 2. For older children and babies, unforeseen disruptions in childcare often put parents in the position of

having to miss class to stay home with a child. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. 3. I ask that all students work to create a welcoming and fully inclusive environment. 4. In all cases where babies and children come to class, please sit close to the door so that if your little one needs special attention and is disrupting learning for others' students, you may step outside until their need has been met. For my part, I will work with you should you need to step out so that you can remain caught up. 5. Finally, often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. While I maintain the same high expectations for all students in my class regardless of parenting status, I am happy to problem-solve with you in a way that helps you feel supported as you strive for school-parenting balance.

5 Tentative Course and Reading Schedule

5.1 Jan 13, 15, & 22: Introduction & Overview

- Jan 13: What is a poverty trap? What is development? What are the social and economic consequences of gender imbalances, such as those highlighted by Sen's "missing women"?
 - Banerjee & Duflo (2011) "Think Again, Again" In *Poor Economics*. Chapter 1.
 - Sen (1988) "The Concept of Development" in *Handbook of Development Economics*, 1, 9–26. (Canvas)
 - Sen (1990) "More than 100 million women are missing." *New York Review of Books* 37 (Canvas)
 - Sustainable Development Goals [Link Here]
- Jan 15: What does development (or a lack thereof) look like?
 - Banerjee & Duflo. 2007. "The Economic Lives of the Poor." *Journal of Economic Perspectives* 21(1): 141.
 - Inequality: Kolbert (2017). "The Psychology of Inequality." *The New Yorker*. Jan 15. Pp. 28–31. (Canvas)
 - Poverty: Gapminder: www.gapminder.org
 - Justice: If it were my home: www.ifitweremyhome.com
- Jan 20: No Class; Martin Luther King Jr. Holiday.
- Jan 22: What is the state of global welfare? How unequal is the world distribution of material factors (e.g., income, health, education)
 - Kristof (2019). "Why 2018 Was the Best Year in Human History!" *New York Times*. Jan 6. Pp. 1–3. (Canvas)
 - Helliwell et al. (2024). *World Happiness Report*. Pp. 5–7. (Canvas)
 - Leonhardt & Serkez (2020). "The U.S. is Lagging Behind..." *New York Times* PDF on Canvas and live link: [here]. Pp. 1–7. (Canvas)
 - Pritchett (1997) "Divergence, Big Time" *Journal of Economic Perspectives* 11(3): 3–17. (Read strategically) (Canvas)

- Duflo (2005) “Gender Equality in Development.” *BREAD Policy Paper 11* (Read strategically) (Canvas)
- Milanovic (2013) “Global income inequality in numbers” *Global Policy* 4(2): 198–208. (Read strategically) (Canvas)

5.2 Jan 27, 29; Feb 3, 5; Feb 10, 12: Theorizing (and Evaluating) Development

- Jan 27 & 29: How do we isolate causes? How do we isolate solutions? How do we conceptualize/capture heterogeneity (long/short run, etc)?
 - Gerring & Christenson (2017). *Applied Social Science Methodology*. Chapters 6 & 7. (Canvas)
 - Esther Duflo. TED talk. Social experimentation in international development. Watch this video. [Video Link Here]
 - Correlation/causation videos: The Bear Patrol and Morphine
 - Examples: [Web Link Here]
- Jan 29: How are developing countries similar or different in: income & productivity; human capital; inequality & absolute poverty; population growth & age structure; the rural economy and rural-to-urban migration; social factionalization; level of industrialization and manufactured exports; geography and resource endowments; financial/market development; and quality of institutions & external dependence?
 - Todaro & Smith “Key Similarities and Differences...” & “Are Living Standards...Converging” In *Economic Development, 13th ed.* Pp. 54–74. (Canvas)
- Feb 3 & 5: Long Run Context: Geography, Culture, & History: To what extent do geographic factors (climate, soil, access to rivers and seas, land mass configurations, natural flora and fauna) affect long-term development? What immediate and ongoing impact might geography have on development? What role does culture — including religion, ethnicity, race, caste, social capital, and political culture — play in long-run development? How is the distribution of welfare across the world affected by historic patterns of colonialism?
 - Diamond (1998) “The Evolution of Guns and Germs” In *Evolution: Society...* (Canvas)
- Feb 10 & 12: What are the key theories of development
 - Dollar & Kraay (2002). “Growth is Good for the Poor.” *Journal of Economic Growth* 7(3): 195–225. (Canvas)
 - Easterly (2001) *The Elusive Quest for Growth*. Chapters 2–3. (Canvas)
 - Nunn (2009) “The Importance of History for Economic Development.” *Annual Review of Economics* 1: 65–92. (Canvas)

5.3 Feb 17–26; Mar 3: Poverty, Inequality, & Development

- Feb 17–19: Measuring inequality and poverty
 - Roland 2014: “Chapter 2: Poverty and Inequality” (Canvas)
- Feb 24–26; Mar 3: Measuring social welfare / uneven impacts

- Perkins et al. 2013: “Chapter 2: Measuring Economic Growth and Development” (Canvas)

5.4 Mar 5: Midterm Exam

5.5 Mar 3, Mar 10–12: The Conflict Trap

- Mar 3; Mar 10: Why is violence rare despite the prevalence of conflict in human societies? How does the concept of a “bargaining range” explain the rarity of war? What are the long-term developmental consequences of repeated cycles of violence on nations and communities?
 - Blattman (2022). “Why We Don’t Fight.” *Why We Fight*. Chapter 1.
 - World Bank. (2011). “Repeated Violence Threatens Development.” *World Development Report 2011: Conflict, Security, and Development*. Chapter 1. Pp. 51–71. (Canvas)
- Mar 10–12: How do unchecked interests among leaders or groups lead to the escalation of conflict? Why do intangible incentives, such as honor or ideology, sometimes outweigh material costs in the decision to fight? To what extent can better institutional checks mitigate conflicts driven by elite interests? How does uncertainty about an adversary’s intentions or capabilities increase the likelihood of war? What are commitment problems, and why do they make peace agreements fragile or unworkable? How do misperceptions and biases distort decision-making in conflicts, potentially leading to unnecessary wars?
 - Blattman (2022). “Unchecked Interests”, “Uncertainty”, “Commitment Problems”. *Why We Fight*. Chapters 2, 4–5.

5.6 Mar 17 & 19: Spring Break – No Class

5.7 Mar 24, 26, & 31: Food/Nutrition

- Mar 24, 26, & 31: Are famines rarer today than in the past? What are/were their causes? What can be done to avoid them in the future? Is there a food crisis today, and if so why?
 - Banerjee & Duflo (2011). “A Billion Hungry People.” In *Poor Economics*. Chapter 2.
 - What the World Eats: [\[Link Here\]](#)
 - “The 9 billion-people question: Special report on feeding the world.” *The Economist* Feb 26, 2011. (Canvas)
 - Zachary 2013: Why Africa Can Feed Itself and Help the World: [\[Link Here\]](#) (Canvas)
 - Callen et al (2025). “Can Digital Aid Deliver?” *Management Science*. (Policy Report; Canvas)

5.8 Mar 31 & Apr 2: Health

- Mar 31 & Apr 2: What are the causes of mortality around the world? Why is mortality declining in most parts of the world? What are the ongoing challenges to global health? Are these solvable challenges? What impact does health have on growth?
 - Banerjee & Duflo (2011) “Low-Hanging Fruit for Better (Global) Health.” *Poor Economics*. Chapter 3.

- SDG Collaborators (2017) “Measuring progress from 1990 to 2017...” *The Lancet* (Canvas)

5.9 Apr 7: Education

- Apr 7: What effects do investments in education have on economic growth, aggregate human capital, and human welfare? Can education for all be achieved? More precisely, at what level, and at what cost, can it be achieved?
 - Banerjee & Duflo (2011) “Top of the Class.” *Poor Economics*. Chapter 4.
 - World Bank. (2018). *World Development Report 2018: Learning to Realize Education’s Promise*. Chapter 1 (1–36). (Canvas)

5.10 Apr 9: Household & Family Finance

- Apr 9: Why do the poor invest in financial instruments like livestock or informal savings groups instead of formal savings accounts? What are the advantages and disadvantages of these choices? How does microfinance address the challenges of providing credit to the poor, and what are its main limitations? Why is saving so challenging for the poor, even when it appears to be in their best interest?
 - Banerjee & Duflo (2011). “Barefoot Hedge-Fund Managers”, “The Men from Kabul and the Eunuchs of India”, & “Saving Brick by Brick”. In *Poor Economics*. Chapters 6–8.

5.11 Apr 14: Political Economy of Development 1 (Vicious Circles)

- Apr 14: How do extractive institutions create self-reinforcing vicious circles that perpetuate inequality and underdevelopment? Why do elites resist institutional changes that might disrupt their power, even when such changes could lead to long-term prosperity? How do natural resources and the environment play into extractive institutions
 - Acemoglu & Robinson (2012). “The Vicious Circle”. In *Why Nations Fail*. Chapter 12. (Canvas)
 - NOTE: This will include the Blattman bargaining and war material

5.12 Apr 16: Political Economy of Development 2 (Virtuous Circles)

- Apr 16: How do inclusive institutions create self-reinforcing cycles of innovation, stability, and prosperity? What factors enable the diffusion of inclusive institutions across societies and regions? How do Acemoglu and Robinson’s ideas about virtuous circles challenge the persistence of extractive institutions in certain contexts?
 - Acemoglu & Robinson (2012). “The Making of Prosperity and Poverty” & “The Virtuous Circle”. In *Why Nations Fail*. Chapters 3 & 11. (Canvas)
 - Blattman (2022). “Checks and Balances” & “Rules and Enforcement”. *Why We Fight*. Chapters 8 & 9.

5.13 Apr 21 & 23: Political Economy of Development 3 (Aid, Trade, & Globalization)

- Apr 21 & 23: How effective has development assistance been in achieving its goals, and what lessons can be drawn from its successes and failures? Do trade and globalization work to the advantage of the developing world? How might they be improved?
 - Kharas (2014). “Development Assistance.” In *International Development: Ideas, Experience, and Prospects*. Chapter 50. (Canvas)
 - Read strategically:
 - * Ocampo 2014: “Trade and Finance in Development Thinking.” In *International Development: Ideas, Experience, and Prospects*. Chapter 17. (Canvas)
 - * Blattman 2022: “Interdependence” In *Why We Fight*. Chp. 7

5.14 Apr 23: What Is To Be Done?

- Apr 23: How can global efforts address the systemic causes of poverty and inequality? What lessons can be drawn from innovative approaches to poverty alleviation, like those discussed by Pollak? How can large-scale development interventions balance inclusivity, scalability, and long-term sustainability? How can individuals contribute to development efforts through direct action, donations, or advocacy?
 - Pollack (2008): “Twelve Steps to Practical Problem Solving” In *Out of Poverty*. Chapter 1 (Canvas)
 - Read strategically:
 - * Blattman (2022). “Wayward Paths to War and Peace”. In *Why We Fight*. Chapter 11.
 - * Kristof (2010): “D.I.Y. Foreign-Aid Revolution.” *New York Times*. Oct 20. (Canvas)
 - * GiveDirectly: www.givedirectly.org
 - * Centre for Effective Altruism: [Link Here]
 - * Getting a job in development:
 - Oxfam Advice [Web Link Here]
 - Foreign Policy Association [Web Link Here]
 - Leite “20 Weeks to Build Your Career in International Development.
 - Leite “Doing What You Love: A Straightforward Guide to a Career in International Development.”
 - Rebosio “How to Get a Job in International Development.”

5.15 Final Exam — Apr 28 (in class)